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ABSTRACT

This instructor's guide for a foster parent curriculum consists of specific curriculum material for the study of the social and psychological development of children aged 6 to 12. The guide is divided into 5 parts: (1) a developmental guide of normal child behavior and appropriate adult responses; (2) an outline for instruction which lists desired foster parent competencies, suggested readings for the instructor and teaching strategies; (3) the text: Section A discusses the child's transition to school, school and developmental tasks, self-concept, social accommodation, social-sex roles, moral development, independence, normal emotional development, handling strong emotions, relationships with family members, and making and keeping friends while Section B explores the guidance of the school-age child; (4) a set of discussion questions and instructor's answer guide; and (5) a bibliography of films for instructional use. An unpressured approach to instruction is suggested. (Author/RH)

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Social and Psychological Development of Children

6 to 12

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by Ivalee McCord, Ph. D.



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Foster Parent Curriculum

SOCIAL
AND
PSYCHOLOGICAL DEVELOPMENT
OF
CHILDREN

6 to 12

FOSTER PARENT
CURRICULUM

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6 to 12

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INTRODUCTION

This book is part of a curriculum development series, created under a grant from the Office of Child Development in the Department of Family and Child Development at Kansas State University. Under the three-year grant a group of talented individuals has worked on part-time appointments. Directed by C.E. Kennedy, Ed.D., they have produced first a base book--*Foundations for Foster Parent Education*--and now the more specific curriculum materials.

This book is geared specifically to the social and psychological development of the six- to twelve-year-old child. It is divided into five parts.

The first part, the guide to the school-age child, attempts to outline the progression of social and psychological development of children of these ages. It gives normal childhood behaviors and suggest how an adult should respond to these behaviors and what guidance techniques are appropriate. In addition, it points out undesirable behaviors at each age level. Feel free to duplicate this guide as well as any other part of the book you feel might help your class.

Following the guide is Section II, the outline for instruction, which lists in order the foster parent competencies, which might be considered the goals of instruction. It also shows which information the instructor needs to read to have a knowledge base for helping foster parents to develop those competencies. And the outline includes teaching strategies that might be used, depending, of course, on the amount of time available. Emphasis of study is placed on group discussion and films rather than on reading or writing assignments. You might want to have resource people from your community come in to augment what is studied in class. Further information sources are suggested in the strategy column.

Section III is comprised of more detailed discussions of the social and psychological development of this age group and is the information most often referred to in the outline for instruction.

Following it are a blank discussion question unit, suitable for reproduction, and a teacher's guide to the appropriate answers to the discussion questions. Do not feel that the questions have to be tackled all at once. In fact, taking them one or two at a time could be more effective.

Section V is a bibliography of films which might be appropriate for use with study of the six- to twelve-year-old child.

I hope you find the materials easy to read and understand and that you, in turn, can translate this unpressured approach to the foster parents, many of whom may have been out of the school setting for a number of years. Working through to solutions on their own, under the guidance of someone who can point out the proper directions, can help foster parents feel less threatened by a training program.

Ivalee McCord



TABLE OF CONTENTS

INTRODUCTION	3
SECTION I: SCHOOL-AGE CHILD (6-12) GUIDE.	6
SECTION II: OUTLINE FOR INSTRUCTION	8
SECTION III: INSTRUCTOR INFORMATION	11
A. Social and Psychological Development of Children Ages 6 to 12.	11
1. Transition to School	11
2. School and Developmental Tasks	11
3. Building a Wholesome Self-Concept.	12
4. Learning to Get Along with Age-Mates	13
5. Learning Appropriate Social-Sex Roles.	13
6. Conscience and Moral Development	14
7. Growth toward Independence	15
8. Normal Emotional Development	15
9. Helping Children Handle Strong Emotions.	16
10. Serious Social and Emotional Problems.	18
11. Relationships with Family Members.	19
12. Making and Keeping Friends	19
B. Guidance of the School-Age Child	20
1. Definition of Terms.	20
2. Long-Range Goals	20
3. Principles of Guidance	21
4. Natural Consequences	22
SECTION IV: DISCUSSION QUESTIONS	23
A. Check Your Understanding	24
B. Instructor's Guide for Discussion Questions.	27
SECTION V: FILMS	31

SCHOOL-AGE CHILD (6-12) GUIDE

A. Normal Behavior	B. Appropriate Adult Response	C. Undesirable Behaviors
SIX TO SEVEN YEARS: <i>Social development</i> Child identifies more strongly with father; mother is blamed for anything that goes wrong.	Help child see that adults care about him, but don't impose self when he doesn't want help. Guidance technique: Be consistent.	Child tends to go to extremes, but this is somewhat "normal."
With age-mates: Child must be a winner; he is often a tattler.	Avoid games that designate a winner, and provide opportunity for play with age-mates. Guidance technique: Let children settle own differences as much as possible; this is how they learn; however, they may need adult supervision.	Constant hostility and aggression or temper tantrums
<i>Emotional development</i> He flares up easily and can't take criticism; in general he is rigid, negative, and demanding.	You'll need patience and understanding; set reasonable limits. Guidance technique: Offer explanation of limits.	
SEVEN TO EIGHT YEARS: <i>Social development</i> Child challenges ideas of parents; he also has strong response to teacher, either is very fond of her or complains that she is unfair or "picks on me."	Show understanding and concern. Guidance technique: Provide opportunity for loosely organized games.	Failure to play with others his own age
With age-mates: He is not a good loser, though he participates in loosely organized group play; he is concerned with himself and how others treat him and may fight or battle out problems.	Child still needs adult supervision; try to prevent conflicts before they get to fighting stage.	Bullying, lying, or stealing
<i>Emotional development</i> He is brash, aggressive, moody, sulky; he complains a lot ("Nobody likes me"); he is sensitive to criticism; and he argues.	Give support and reassurance. Guidance technique: Give training in some skill so that child can feel competent.	Torturing of animals Setting fires

A. Normal Behavior	B. Appropriate Adult Response	C. Undesirable Behaviors
EIGHT TO NINE YEARS: <i>Social development</i> The child pulls away more from adults and may "bicker" a lot within family; clubs and groups in which there usually is a sex separation (boys' gangs, girls' groups) become important. <i>Emotional development</i> These are the "secret years": the child is very sensitive and self-critical but is often "brassy" and demanding, as well; he shows variability in moods and may be timid, then bold and cheerful, then grumpy.	Provide opportunities to be with friends and to join groups and clubs away from home. Provide a locked box or drawer, protect him from trying beyond his ability, and keep your sense of humor.	
NINE TO TEN YEARS: <i>Social development</i> The child is more affectionate with his parents, more poised and congenial, and more selective in friendships; in addition, he may have a "hero". <i>Emotional Development</i> The child usually is more relaxed and has few fears; he can use thought and reasoning rather than emotions in presenting his own views.	Keep lines of communication open. Guidance technique: Let child help set own rules.	Excessive aggression or withdrawal
TEN TO TWELVE YEARS: <i>Social development</i> The child is critical of adults and challenges them; he resents being told what to do, rebels at routines, and may strive for unreasonable independence; but he is quiet around strange adults and enjoys participating in community drives.	Learn when not to talk, but do give approval for tasks well done; in addition, give independence and responsibility if the child can handle it.	
<i>Emotional development</i> He rebels at routines and is often moody.	Let him help set his schedule and depend on his own clock.	

OUTLINE FOR INSTRUCTION OF UNIT

Competencies for Foster Parents	Instructor Information	Suggested Strategies
I. Foster parents should be able to name ways in which the school-age child's world differs from that of the preschool child.	I. Read guide for social-psychological development, age 6-12 and the instructor's background information, Section III-A.	I. Hand out copies of social-psychological development charts. A. Discuss normal social-emotional development for this age. B. Show a film: "From Sociable Six to Noisy Nine," "From Ten to Twelve," or "Six-, Seven-, and Eight-year-olds" (McGraw-Hill - 29 min.).
II. Foster parents should know the school and developmental social tasks expected of the six- to twelve-year-old.	II. Read Section III-A, "School and Developmental Tasks"; the discussion questions; and, for further information, from <i>Developmental Tasks and Education</i> (Havighurst, R.).	II. Use discussion questions. A. Divide into small groups; then present "solutions" to larger group. B. Discuss the developmental task concept; does the group agree with the "tasks"?
III. Foster parents should know ways to help the child develop a positive self-image.	III. Read Section III-A, "Building Wholesome Attitudes toward Oneself"; for further reference read Dorothy Briggs' <i>Your Child's Self-Esteem</i> .	III. Present discussion questions. A. Show film "Parents Can Help; Personality Growth" (20 min.). B. Role play parent talking to child in manner to destroy self-esteem; then replay in way to build self-esteem.
IV. Foster parents should know the role of the peer group in the development of the six- to twelve-year-old.	IV. Read Section III-A, "The Peer Group," and read the discussion questions.	IV. Have adults recall groups or clubs they belonged to at this age. Discuss questions.
V. Foster parents should know how to help the child learn his/her appropriate social-sex role.	V. Read Section III-A, "Social-Sex Role."	V. Discuss changing social roles of men and women. A. Discuss effects of stereotyping roles. B. Bring books showing promotion of stereotyping and discuss questions. C. Show film "Social Development" (McGraw-Hill 17 min.).

Competencies for Foster Parents	Instructor Information	Suggested Strategies
VI. Foster parents should be able to help the child develop a scale of values (conscience and moral development).	VI. Read Section III-A, "Conscience and Moral Development."	VI. Discuss values. A. Ask parents to name the qualities they most value in a person; write the list on the board or a large sheet of paper. B. Discuss effect of mass media on moral values: movies, T.V.
VII. Foster parents should be able to help the child in his growth toward independence.	VII. Read Section III-A, "Growth toward Independence."	VII. Discuss ways in which the peer group helps children free themselves from adult domination. A. Discuss the role of secret clubs and languages. B. Show film "Developing Self-Reliance" (Coronet film - 11 min.)
VIII. Foster parents should know normal emotional development for the six- to twelve-year-old child.	VIII. Read Section III-A, "Normal Emotional Development."	VIII. Discuss emotions of the school-age child. A. What is emotion? Discuss socially acceptable ways of expressing emotion, what happens if emotions are suppressed, and what physiological changes take place in periods of stress. Discuss questions. B. Show films: "Children's Emotions" (McGraw-Hill - 22 min.) and "Meeting Emotional Needs in Childhood" (New York University - 33 min.).
IX. Foster parents should be able to help children deal with the strong emotions anger, fear or anxiety, and jealousy.	IX. Read Section III-A "Ways of Helping Children Handle Strong Emotions."	IX. Discuss dealing with strong emotions. A. Discuss ways in which adults react when they are angry, afraid, jealous. B. What ways can be provided for children to handle strong emotions? C. Discuss questions provided. D. Films to use: "Fears of Children" (International Film Bureau - 31 min.), "I Feel - Angry, I Feel - Scared" (Long Island Film Studio, 1973), "Frightened Child" (International Film Bureau - 19 min.).

Competencies for Foster Parents	Instructor Information	Suggested Strategies
X. Foster parents should be able to identify serious social or emotional problems in the school-age child.	X. Read Section III-A, "Serious Social and Emotional Problems."	X. Discuss serious problems parents may identify. A. Do parents identify "problems" which are not unusual? B. Discuss question in guide. C. Show film "Angry Boy, The Quiet One" (Athena Films - 67 min.). D. List state and local centers for mental health.
XI. Foster parents should know how children relate to parents and other children in the foster family.	XI. Read Section III-A, "Relating to the Foster Family Members."	XI. Discuss ways children relate. A. Discuss how they relate to foster family members. B. Discuss how they relate to natural parents or siblings. C. Show film "Sibling Relations and Personality" (McGraw-Hill - 22 min.).
XII. Foster parents should know ways to help a child make and keep friends.	XII. Read Section III-A, "Ways to Help a Child Make and Keep Friends."	XII. Discuss ways to help child make and keep friends. A. Use discussion questions. B. Show film "First Friends" (International Film Bureau, California Department of Health - 15 min.).
XIII. Foster parents should be able to demonstrate and use guidance appropriate for the six-to-twelve-year-old child.	XIII. Read Section III-A, "Guidance of the School-Age Child."	XIII. Discuss appropriate guidance. A. Discuss questions from Instructor Material. B. For further reading see the following: <i>Between Parent and Child</i> by Miam Ginott, <i>Parent Effectiveness Training</i> by Thomas Gordon, <i>Children--the Challenge and Logical Consequences</i> by Rudolph Dreikurs, and <i>A Parent Guide to Child Discipline</i> by R. Dreikurs and Loren Grey.

SOCIAL-PSYCHOLOGICAL DEVELOPMENT OF CHILDREN AGES SIX TO TWELVE

INSTRUCTOR INFORMATION

1. TRANSITION TO SCHOOL

As the child moves from home into the wider social world of the school and community, these become more important spheres of influence on his social-psychological development. For the first time, he may come into contact with children and adults who represent different values from those held by his own family. Even if the values are similar, the child has to form relationships with a wider variety of people. Suddenly the home changes from the chief center of existence to a base for "refueling"--a place to eat and sleep.

For many children the beginning of school may bring feelings of doubt and fear; for others it can be a time of joy and challenge. Their reactions depend on the

experiences they have had up to that time.

The child who feels confident and competent is ready to move out--to find "new worlds to conquer." The child who has been made to feel little and unimportant has no basis for thinking he will be more highly valued at school. The child who has been valued but too sheltered and protected may be bewildered when thrown into a large group.

Thus, as he moves into the world of the school, the child (1) spends less time with the family and more with his peer group; (2) comes under the influence of others who may have very different values; and (3) is measured by the standards of the peer group--has his abilities and competencies measured by more critical and, often, more realistic standards.

2. SCHOOL AND DEVELOPMENTAL TASKS

SENSE OF INDUSTRY

Erickson calls the period of the elementary school one of "Industry versus Inferiority." Only if the child has more or less successfully mastered the earlier stages of "Sense of Trust," "Sense of Autonomy," and "Sense of Initiative" will this be true. Without their proper resolution, the child is not ready to move into this period of "industry." At any rate, no stage ever is completely finished. An unfortunate circumstance may cause a child to go back to an earlier stage for security or for "testing."

If the mastery of earlier periods has been relatively successful, the child now wants to be involved in "real" tasks. If all goes well, this is a time of steady growth, during which a child acquires the skills and knowledge necessary for living in his society. He learns the "tools" and the rules. The child who is not successful in school may become sullen

and withdrawn or may resort to other ways of gaining recognition. Success in some areas is very important to him.

DEVELOPMENTAL TASKS

One way of viewing the child's psychological growth is through the developmental tasks as defined by Robert Havighurst (1970). These are tasks which result from the interaction of the biological "unfolding" of the individual and the demands of the culture in which he is brought up. It is believed that if the task is not accomplished at the proper time, it will lead to partial or complete failure in future tasks.

According to Havighurst, the period from six to twelve is characterized by three great pushes: the thrust of the child out of the home and into the world of peers, the thrust

into games and work requiring neuromuscular skills, and the thrust into the world of adult concepts. He defines the social-psychological tasks of the school-age child as follows:

1. Building wholesome attitudes toward oneself as a growing organism.
2. Learning to get along with one's age-mates.
3. Learning an appropriate masculine or feminine social role.
4. Developing conscience, morality, and a scale of values.
5. Achieving personal independence.
6. Developing attitudes toward social groups and institutions.

Developmental tasks may differ from culture to culture, from region to region, and from class to class; but the concept is a useful one in studying some of the problems each individual faces in growing up. Most of the tasks are so urgent that they take precedence over outside pressures and may consume most of the child's time and energy. Very few of the tasks can be accomplished in isolation, and successful accomplishment at a given period is necessary if the child is to progress into the next period.



3. BUILDING A WHOLESOME SELF-CONCEPT

The self-concept is how a person views himself: his view of his physical self as well as his estimate of his abilities and competence. Perkins (1958) believes the base of the self-concept is formed from the perceptions, beliefs, feelings, attitudes, and values which one takes as descriptive of himself.

The individual forms impressions of himself from his perception of others' responses to him. If they see him as worthy and capable, he is likely to see himself as having these characteristics. Conversely, if he is made to feel little, stupid, or awkward, this is probably how he will view himself. Parents and other family members have a strong influence on the child's feelings about himself, especially during the preschool period.

As he enters school and has to measure himself against other children and is evaluated by others, the child's self-concept is subjected to more testing. Any drastic change may cause a change in the self-concept. Children who have never experienced success or who have been valued only for what they can do may have a negative self-concept, may be constantly trying to prove their worth, or may have given up trying because of fear of failure.

Research on qualities associated with the self-concept indicates that good self-concepts are associated with such desirable characteristics as low anxiety, generally good adjustment, curiosity, popularity, and effectiveness in group relations with relative independence from the group; that is, a close group affiliation seems less important to a person with a positive self-concept. Persons with a good self-concept seem more honest with themselves and seem to be less defensive.

If the child has a poor self-concept, it is important for significant others, those whom the child likes or admires, to help him build a more positive view. This involves letting the child know that he is valued and loved because he exists, not for what he can do. The important thing is to find what he can do and build on that. A small success leads to confidence and a willingness to try something harder the next time. Children who have experienced many failures may need some coaching or special training in the area of interest in order to become more competent. A child who is unhappy with his physical self may need special help or new clothes to improve his self-image.

4. LEARNING TO GET ALONG WITH AGE-MATES - THE PEER GROUP

Social behavior is learned behavior. Before he enters school, the child is concerned primarily with himself and his own activities. Although he can play cooperatively with a few children, especially if he is supervised by an adult, many of his social contacts with other children are relatively short and limited in scope.

When he enters school, the child must learn to share attention with a much larger group of children. No longer can he go home if he doesn't like what he is expected to do or if he is unhappy in his contacts. He must conform to expected standards of behavior and, in general, perform within the group setting.

A spontaneous grouping of children of approximately the same age and ability is usually referred to as the peer group. It is a loosely organized, unsupervised group with shifting purposes and interests.

For the school-age child the peer group begins to fulfill many of the needs formerly met by the family. It is a great socializing agent. From it the child learns many games, chants, and rituals as well as values and expectations.

A child's concept of himself, of his personal worth, and of his place in society are strongly influenced by the attitudes his peers express toward him. The love and respect of adults are essential to sound personality development, but for the school-age child these cannot offer the same satisfactions as do good peer relationships. Both are important, of

course, and neither can completely substitute for the other.

What does the peer group offer? First, it is a testing ground for the child's behavior and for measuring his capabilities. Adults may have given the child an unrealistic view of himself, either overvaluing or undervaluing him. Ways that worked at home may not be successful with age-mates.

The peer group also helps the child learn cooperation within a group setting. Children six and seven years of age feel little or no responsibility for group oriented goals or for following the rules in organized play. They are not good losers and frequently "tattle" on one another. By age 10 to 11 children are able to participate in highly organized games and to become "team" members. The peer group helps teach the "rules of the game" and how to handle competition and pressure.

Another function of the peer group is that of helping children establish independence from adult authority. This does not mean children no longer want or need adult attention and approval. Developing independence from adults is a necessary and long-range goal for each child. It requires experimentation and practice in testing limits and in discovering abilities and interests. By banding together with others engaged in similar tasks, children often gain the courage to "stand up to" adults. They often act in a manner no individual child would attempt. Secret clubs and special languages are used to exclude adults and to solidify the group.

5. LEARNING APPROPRIATE SOCIAL-SEX ROLES

Social-sex roles are learned, and the education begins early and continues throughout life, though there is now a definite trend away from sex-role stereotyping. Since ours is a male-oriented culture, it always has been more acceptable for girls to engage in boy's activities than for boys to engage in activities deemed more appropriate for the feminine role. In other words, it was all right for girls to be "tomboys" but boys didn't dare to be "sissies."

With less stereotyping of roles for adults, there will, no doubt, be less practicing of a definite role by children. Girls are being encouraged to enter athletics, and boys are being encouraged to engage in homemaking and

artistic activities. College students, especially, have adopted less stereotyped roles; however, traditional male and female roles are still more prevalent within the working class.

Affirmative action groups have raised the public's consciousness regarding stereotyping in the mass media and in children's stories: schoolboys, girls, and women have been portrayed as fearful, foolish, and dependent while men and boys were being shown as strong, brave, and powerful.

Boys and girls traditionally have learned what to wear, how to behave, as well as what to choose as appropriate toys and play activities in accordance with their social-sex role. Much of this is learned from adults, but it is

strongly reinforced at school by the peer group. During much of the elementary school period, there is a strong sex cleavage, and boys learn from boys what is acceptable and expected from them while girls learn from each other.

In the first grade boys and girls are likely to play together, but by third grade girls usually play with girls and boys with boys. This cleavage usually reaches a peak at about fifth grade and usually is enforced more strongly for boys than for girls.

It generally is agreed that when improper sex-role development precedes the school-age period, some safeguards against such development should be noted. Mustin and Distler found that boys of fathers who were warm and loving were more masculine than boys with strict, authoritarian fathers. Strict, unloving fathers caused their sons to reject that role.

Identification--wanting to be like a significant and valued adult--is a strong factor in helping a child establish his role. It is important, too, for the adult to help the child feel valued and loved for the sex he is. A parent who wanted a child of a different sex and shows his disappointment may cause a child to feel unhappy about his sex.

Attitudes toward sex and the sex role may be colored by adult attitudes toward sex and toward sex play. Exploratory sex play and masturbation during childhood are common and normal experiences. An adult who has many sex "hang ups" of his or her own or one who dislikes the opposite sex because of unfortunate experiences may cause the child to dislike or distrust his own sex role.

6. CONSCIENCE AND MORAL DEVELOPMENT

Although the child has the beginnings of conscience during the preschool years, the middle childhood years are the time when conscience develops most rapidly. At the preschool level children judge an act by the consequences--the amount of punishment or results of an accident--regardless of the intent. Children of this age do not consider any extenuating circumstances: a rule is a rule and applies to everyone; there is only black and white, no in-between. During the school-age years (if the parents have done a good job) children begin to internalize the consequences and consider the effects on others. If parents have not presented a good model or have not had a warm, loving relationship with the child, he is less likely to accept their values.

Piaget and Kohlberg, who both have studied moral development rather extensively, believe that there is a definite sequence in moral development. However, there is a variance in their views of just how this is accomplished.

Piaget stresses changes in cognitive ability, the ability to think and reason at higher levels. He views moral development at two broad stages which he calls "moral realism" and "moral relativism." In the first stage the child believes that some authority originated the rules and that they are unchangeable. By later childhood he understands that rules can be changed--that they are made and can be changed by the group.

Kohlberg has proposed a series of six (invariant) stages through which an

individual passes in his moral growth. He does not believe children accept responsible, mature moral objectives until later than suggested by Piaget. He places more stress on the child's cognitive development as it relates to moral development.

Piaget, although stressing intellectual development as well, believes the social environment plays a larger part. Both believe a child's moral development depends on his intelligence, his environment, and his experiences.



7. GROWTH TOWARD INDEPENDENCE

The preschool child is dependent on adults, not only physically but also emotionally. He views adults as all-knowing and all-powerful. Even if he doesn't like their decisions, he seldom questions them.

Some children, especially those whose parents are abusive or neglecting, may have achieved a "false independence" during the preschool period. This may have been the result of having to fend for themselves--to get their own meals, go to the store, or take care of younger children. The child who has been pushed into his premature independence may revert to clinging, dependent behavior as soon as he finds a sympathetic, caring adult.

True independence comes from having one's dependency needs met, with the assurance that an adult will give help when necessary. With this secure base a child wants to "do for himself." Thus, it is important that the thrust for independence come from the child's security. A child cannot be pushed into independence, nor should he be held back when he wants to assert it, especially if he shows he can assume more responsibility for himself.

As he moves out of the home and as he develops greater motor skills, the child "moves out" geographically and intellectually. Both at home and at school, opportunities need to be provided for the child to make decisions and take responsibility. This is the only way the

child can grow in independence. He will make mistakes in judgement and be irresponsible at times, but that is part of growing.

One of the functions of the peer group is to give group support to children to help free them from the dominance of adults. Failure of adults to recognize this need can lead to behavior problems and the child's alienation from the gang.

Achieving independence is not an easy task; it can never be accomplished all at once in adolescence. If a child is held in with too tight a rein, he may refuse to do what is asked, talk back, and be critical of the family. Often the child will put a "Keep Out" sign on his door or his belongings. These are signs of pains of growing toward independence.

The 9-or-10-year-old likes to go far afield and resents having to account for his activities away from home. He frequently uses secrets and codes to free himself from adults. This is a good time to allow him to go on camping trips with the gang or to visit others.

Reasonable limits and freedom to make choices as to activities, use of time, and out-of-the-family outings will help make this striving toward independence less painful for both child and adult. Only as the child shows he can handle the responsibility that goes with freedom and independence can he gain true independence.

8. NORMAL EMOTIONAL DEVELOPMENT FOR CHILDREN AGES SIX TO TWELVE

The "normal" school-age child is usually more stable in his emotional behavior than the preschool child is. He usually has learned through past experience that some emotional reactions are acceptable and appropriate while others are not.

Whether a child has attained this stability or not is dependent upon a number of factors. The emotional climate he has experienced up to this time will determine, to a large extent, the intensity of his emotions. If he has experienced a great deal of frustration because of unrealistic expectations for him or because of many of his childish impulses were denied, he may have a great deal of anger. If adults expressed emotions violently and openly, this may be the model he uses. On the other hand, if he was not "allowed" to express his feelings, he may have learned to disguise them. In this case, the

feelings may come out in hidden ways--misplaced hostility toward objects, animals, or younger children; a feeling that he is "bad"; or a generalized anxiety about the feelings he has.

It is natural for children to get angry and to be afraid, jealous, or unhappy. It also is natural for them to be happy or excited and to show their feelings. But it is also important to guide them in appropriate ways of expressing their feelings.

Childhood is a crucial time for developing acceptable ways of expressing emotion. The child should learn to express his feelings honestly but in socially acceptable ways. Vigorous activity, creative expression, or talking about one's feelings with an accepting, understanding adult are all acceptable ways. Sometimes children band together to express their frustrations and unhappiness about adults.

9. HELPING CHILDREN HANDLE STRONG EMOTIONS

ANGER

Anger usually occurs when a child cannot cope with circumstances in his environment. This may be due to a lack of physical, social, or intellectual skill on his part or to too stringent limits or unrealistic expectations set by adults. Thwarting of plans or interference with activities and possessions are common causes for anger in the school-age child.

However, during the school years the child usually becomes more capable of handling his feelings of anger. The preschool child who is extremely frustrated or out of control usually resorts to temper tantrums or uncontrolled crying. Other avenues of expression are open to the school-age child and need to be made available.

Gesell and Ilg labeled the period between five and six years of age as a transitional one in which children go from a state of relatively calm emotional expression to extremely aggressive behavior. The child entering first grade is frequently overwhelmed by the new expectations placed on him by home and school. One writer stated that sending a child to first grade is somewhat like sending a hunter to look for tigers with no preparation. It is that stressful for some children.

As the child reaches school age, there may be less physical aggression and fewer tantrums but more verbal aggression: taunting, tattling, and bickering. The child's improved linguistic ability may allow him to express his feelings verbally rather than physically, though boys probably will continue physical aggression.

The peer group has an important influence on the child's feelings and frustrations during this period. Children frequently band together to express their feelings and resentments against the adult society's rules and limits. They act as a "support" group and help the child gain the knowledge that other children may have some of the same pressures.

Persons in the mental health field suggest that an important function of the home should be being a "safety valve" for the strong feelings which living in our complicated society is apt to cause. The family should be able to help its members learn to deal with anger in socially acceptable ways. Instead, many

families add to the child's cause for anger without providing an outlet for strong feelings.

Anger is more likely to occur when a child is hungry or tired or when he has problems too great for him to handle. If he views himself as unworthy and incompetent, he has few resources for dealing with the problems which are inevitable in growing up.

The child placed in foster care probably has faced an unusual amount of stress or trauma before landing there. He undoubtedly will have a great deal of anger because of problems of which he has little understanding or control. Thus it is important to provide acceptable ways for him to deal with strong feelings.

Psychologists emphasize the importance of allowing a child to express anger toward adults verbally, but few adults are mature enough to accept this. The child who says "I hate you" to an adult may be showing his anger and frustration about problems that may or may not be related to this particular adult. If adults could provide a more mature model for the child, they would be taking an important step in helping him.

A child needs to know that it's all right to get angry -- everyone does at times -- but that there are socially acceptable ways of dealing with anger. First, we can talk about it with a sympathetic friend. Physical activities, such as running, riding a bike, swimming, or playing ball, help drain off the tension that goes with strong feelings. And creative experiences, such as painting, dancing, and playing an instrument, are ways of dealing with emotions. The body is set in motion for activity during extreme emotion, and the worst thing an adult can do at this time is to expect a child to "sit down and be quiet."

FEARS AND ANXIETIES

Fear may be distinguished from anxiety in that it usually is attached to a known object or cause, whereas anxiety is more diffuse and more pervasive. The person often does not know what caused the anxiety or what will allay it. Anxiety produces a feeling of impending doom and of helplessness to deal with it.

Fear, on the other hand, is easier to deal with because it is attached to real objects or situations. It even can be helpful if it is attached to such real dangers as cars, weapons, or fire. The child can be given ways of dealing with real situations.

Fears usually are learned, and the child who is surrounded by others who have a great many fears is likely to be more fearful. A relatively high correlation has been found between children's fears and those of their mothers.

However, a great many children's fears are unrelated to actual experience. Fear of animals is nearly universal, and snakes are the object of fear for a large number of children. Fear of the dark is especially prevalent with young children; this usually disappears by age seven but may be a very real fear of the child in foster care. Fear of such nonexistent figures as monsters, ghosts, and witches is prevalent at the early school age. Some children also fear that the mother will die or that something will happen to her. Recent emphasis on smoking and cancer have increased children's fear that a parent will die from these causes.

As the child passes from preschool to elementary school age, he becomes more anxious about failure and humiliation. As the child develops courage and skill, he is less fearful of threats to his physical body, but he becomes more fearful of threats to his self-image or

his feeling of worth at this time.

Children as young as seven or eight worry about their own mistakes. A study of the worries of children in fifth and sixth grades reported children as worrying about "making your parents sad," being scolded, telling lies, and so on.

There is much that an understanding adult can do to help a child overcome fears. Helping him develop physical and mental skills may help the child meet some of the demands placed upon him. A check on the demands being made on him by adults or peers may reveal a source of anxiety for the child who worries about failing to meet his own or someone else's standard of success. An atmosphere of sympathetic understanding may help reassure a timid child. Explanations and preparations for a new situation will help prepare the child. For dealing with an already fearful situation, exposure in the company of trusted adults and giving the child ways to be "in control" of the situation may help. For example, a flashlight to use may help the child who is afraid of the dark.

Although a fear may appear to be unfounded or inconsequential, it is very real to the child and should be dealt with honestly and without ridicule. A fear should not be ignored, nor should the child be thrust into a fearful situation as a means of helping him overcome it.

JEALOUSY

Jealousy is another universal emotion, virtually unavoidable in children. It may occur toward other children in the family, toward a parent, or in connection with relationships outside the home. It arises because of insecurity in a relationship: because the child sees another as a threat to his position in a family or group. It may come out in many forms not readily perceived: anger, sulking, crying, and such. It often has been termed one of the most "withering" of emotions.

Building a child's self-image, giving him extra attention, and assuring him that he is loved and valued will reduce his need to feel jealous of another. Again, the child should not be scolded or ignored for having such feelings. This only convinces him further that he is not loved or that he has no status. Thus, the cause for jealousy is deepened. He needs to learn that there is room in the hearts of family or teachers for two or more children at once.





10. SERIOUS SOCIAL AND EMOTIONAL PROBLEMS

The child who is in foster care is very likely to display evidence of serious upset. The child who has had a warm and secure relationship with his parents before separation is less likely to experience a serious upset than the child who has never known emotional security or whose relationships have been terminated abruptly. The child who has suffered abuse or neglect undoubtedly will show the effect of this.

The kind of behavior which the child will exhibit will depend on the severity of his trauma and upon his personality. Some children will strike out in anger; destroy property, fight, or use bad language. Other children will withdraw, cry, vomit, or have nightmares. Lying, stealing, soiling oneself, setting fires, bullying younger children, or torturing animals are all evidences of a disturbed child. A great deal of patience and understanding is necessary to help such a child develop a sense of trust. Often, professional help is needed, and some foster

families are unable or unwilling to "pay the price" required to help the seriously disturbed child. It takes very stable and emotionally mature adults to deal with the disturbed child.

Children who have had less traumatic experiences will show less serious problem behavior, but they still will experience distress at separation. Each child reacts differently to separation from the natural parents. The nature of his reaction will depend, in large part, on his age, his experiences before separation, and the circumstances under which he is placed in foster care.

No matter how nice the foster parents are, the child may distrust them, fear they will reject him, or be afraid to like them since he might seem disloyal to his natural parents. Also, the life-style of the new parents may be very different from the one the child experienced with his natural parents, further confusing the child.

11. RELATIONSHIPS WITH FAMILY MEMBERS

As indicated in the previous sections, the foster child undoubtedly will experience trauma at being moved from his natural parents, even if their relationship was a poor one. His behavior probably will be that of a much younger child. He will "test" his new relationships in many ways.

Other children in the family often can help the foster child, especially if he is in the period when other children play a large part in helping "socialize" him. Their acceptance of him and their introducing him to their friends may help him be accepted.

Taking in a foster child should be a joint decision of all family members as it undoubtedly will put strains on the family relationship. Children have to learn that love that is shared increases rather than diminishes.

If the situation permits, the child's ties to his natural parents and to any siblings should be maintained to prevent a feeling of undue loss and abandonment. Others will be making an effort to rehabilitate and support the family, if this is possible.

12. MAKING AND KEEPING FRIENDS

Since the peer group performs an important function in helping socialize children into the culture and since persons of the same age will provide the major group for companionship throughout life, making and keeping friends is an important accomplishment. In order to make and keep friends, one must give up some of his own selfishness.

Several studies have been made of reasons for choosing "best friends" during the middle childhood period. These studies indicate that personality characteristics have the strongest influence. Traits such as cheerfulness, kindness, and generosity have been found to be important. Similarity of interests and tastes lead children to choose each other as friends. Less secure children may choose or reject others because of their appearance or because they are already popular. According to a study by Smith (1950), a group of fourth grade boys and girls indicated the best-liked children were unselfish, impartial, considerate of others, and willing to share toys and books and to take turns. Children who were least-liked used harsh words and screaming voices, tended to bully others, and insisted on having their own way.

Unpopular children's traits are those most often found among children who are unhappy and who have a poor self-concept. In their attempts to get the attention and consideration they want so badly, they are loud and demanding. Rather than working directly on these children's undesirable habits and characteristics, a more effective approach is to help them build more positive feelings

about themselves.

Helping the child make the most of his assets, letting him choose clothes he likes, and helping him develop competence in a certain area are all ways of building his self-confidence. Another child with similar abilities or interests should be invited to the home or included on "family outings." A good model for learning "social graces" will help the child feel more comfortable in social situations.

Rejection by other children is often cruel and hard for a child to deal with. Adults can help, but they cannot always solve the problem. Perhaps the best they can do is to provide a good model of being friendly and cheerful, help the child develop a positive self-image, and provide an opportunity for the child to have contacts with other children in a supportive environment.

If a child is accepted by an adult authority figure the peer group admires, the group is more likely to begin to accept the child. On the other hand, if a child is accepted by adults but rejected by his peers, he is likely to adopt adult values over peer values.

GUIDANCE OF THE SCHOOL-AGE CHILD

1. DEFINITION OF TERMS

DISCIPLINE

Because of confusion about the term "discipline," the term "guidance" will be used in this discussion. Although the word "discipline" comes from the root word meaning "to teach," too often it is equated with punishment or restriction. In its true meaning "discipline" means "to lead out" or to educate.

GUIDANCE

Guidance is the process of helping a child develop the self-discipline and self-direction required for maturity. It is based on the mutual affection of the adult and child and on respect for the child's ability to grow. It involves setting and maintaining limits which are fair and reasonable and providing a model of appropriate behavior. In other words, it is a forward-looking kind of introduction of the child into his society by an adult who knows and abides by the rules.

PUNISHMENT

Punishment, on the other hand, is a negative, after-the-fact kind of behavior. It rarely can be justified unless the child has been given the rules and limits, with ample

warning of the consequences of their violation. This assumes that the rules and limits are necessary and reasonable and that the school-age child has a part in making them.

If a child violates such rules, he usually expects to "take the consequences" and may, in fact, feel guilty if none are imposed. Peer pressure may cause a child to violate adult rules.

In general, punishment should represent the "logical consequences" of the act. Physical punishment--spanking or slapping--may have the immediate effect of stopping undesirable behavior, but it has been found to be less effective for the overall goal--self-discipline. It may cause the child to be afraid of the person administering the punishment, or it may cause him to be more deceptive. ("Don't let me catch you doing that again.") But it rarely teaches him acceptable behavior. In fact, studies of corporal punishment show that, although it is widely used, the most important effect it has is relieving the anger of the adult.

The most effective punishment, then, is directly related to the misbehavior, if possible. If a child is undependable about coming home from school, his freedom may be curtailed. If he destroys property, he must help restore or pay for the damage.

2. LONG-RANGE GOALS

A thoughtful adult will set long-range goals of helping children grow to healthy, happy adults who feel secure within themselves and in their relationships with others. He will want them to grow to be independent, self-disciplined, responsible adults. These goals are reached neither easily nor suddenly. As an individual gains "freedom" to control

his own actions, he also must accept more responsibility for those actions. Thus, the foster parents have the task of providing opportunities for increased experience in decision-making and responsibility as the child matures. Yet they must protect him from making decisions which they, or he, cannot abide by.

3. PRINCIPLES OF GUIDANCE

Effective guidance is based on a warm relationship between the adult and the child as a developing individual who has the ability to grow toward higher levels of maturity, on help from the adult in difficult times, and on approval for tasks well done or even for a positive effort on the part of the child. If a child knows that he is loved for what he is, not for what he does, he usually strives to please. If this kind of relationship does not exist, the child has "nothing to lose" by going against the wishes of the adult. Often the foster child will "test" adults to see if they do still love him in spite of bad behavior. This testing period will require a great deal of patience on the part of the adult.

Respect for the individual is a sound basis for any relationship. Sometimes an adult *demand*s respect from a child but fails to show respect in return. If the adult expects to serve as a model for the child, he cannot demand respect--he can only earn it. When the child's ideas and wishes are considered, he learns to think of himself as a worthy person, able to do what is expected of him. As others consider his rights, he learns to respect the rights of others. If the adult establishes his "rules" only because of his greater size and power, the child internalizes the feeling "Wait until I get big enough--I'll show them!"

Growing up is not an easy task, so the child needs help from adults *at the proper time*. If the adult gives more help than is needed, he may foster dependency and lack of self-reliance on the part of the child. Too little help may lead to failure and feelings of inferiority. The sensitive adult knows when to give or withhold help.

Positive guidance means giving

recognition and approval for effort and achievement. Too often adults only notice the things a child does wrong. Children crave attention and will do almost anything to receive it. In fact, they would rather be scolded than ignored. Giving recognition for the things they do right reinforces right behavior and is more likely to lead to its repetition.

This does not mean children will not misbehave. They make mistakes of judgment; they forget; they sometimes intentionally defy adults in retaliation for real or imagined injustices committed by adults or by their peers.

In dealing with a child's misbehavior, it is important to try to determine the cause. The school-age child himself may even be consulted. Although he may not always be able to answer "Why did you do that?" the child frequently can supply what, to him, at least, is a logical answer. Perhaps he didn't know the rules or forgot. Pressures at home or school may be too much for the child.

A child who is tired or ill is more likely to misbehave. Mealtime or bedtime can be an occasion for tension. Children who are unhappy with themselves or their abilities may act out their feelings. Building up a sense of self-worth may be the most effective method of guidance. If the pressures are too great or if more is expected of the child than he is able to do, a more relaxed environment, rather than more pressure, may be needed.

It is important to remember that the child is growing physically and mentally. Much of the behavior that annoys adults at one period in a child's development will change as the child matures.



4. NATURAL CONSEQUENCES

The use of natural consequences following misbehavior is a method currently advocated by parent education specialists. If a child is late coming home and misses a special treat or has to eat a cold meal by himself, he is more likely to get home on time the next time. If he does not, he usually is willing to accept the consequences.

Parents sometimes have been classified as democratic, authoritarian, or *laissez faire*. Another term frequently used is authoritative.

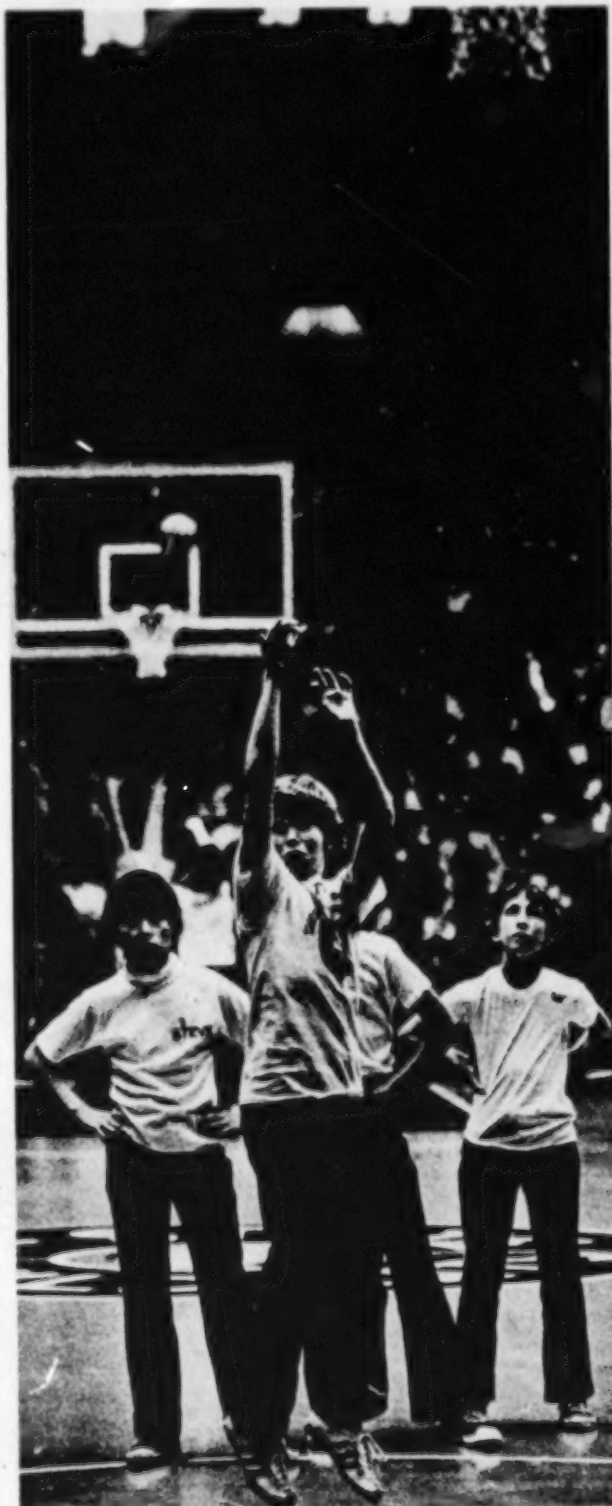
The authoritative parent is much like the democratic parent. He leads but does not dominate. He sets firm but reasonable limits and helps maintain them consistently. He knows what is reasonable to expect from children in each stage of development and does not expect children to behave like "little ladies" or "little gentlemen." Children reared in such an atmosphere are more likely to be out-going, independent, and responsible--willing to consider the rights of others as theirs have been considered.

Generally, more highly educated parents tend to use the democratic style.

The authoritarian parent rules with an iron hand because of his position and power. He expects immediate and unquestioning obedience. Children from such an atmosphere are more likely to be hostile, rebellious, aggressive, or else completely subdued. Some parents, while deploring the authoritarian manner in which they were reared, tend to repeat the same pattern.

Children from overly permissive homes (sometimes termed *laissez-faire* or indulgent homes) are often polite and conforming and occasionally are dependent. Sometimes parents use the *laissez-faire* method as a protest against the authoritarian manner in which they were reared.

A few parents, of course, entirely abdicate their role as parents and fail to give any guidance to their children. Children of such parents are usually poorly controlled and often are delinquent.



SECTION IV: DISCUSSION QUESTIONS

SUGGESTIONS TO THE INSTRUCTOR

Allow foster parents to comment, without giving your answers. If their comments are not accepted, they may not volunteer to participate in the discussion.

Ask for further suggestions or comments from the others--"Does anyone else have an idea?"

If more information needs to be drawn out, ask "Why do you think this is necessary?" or "Why do you think the child did that?"

Discuss all the answers given for each question. It is just as important for the foster parent to know wrong responses as to know which are right.

Discuss why a response is "wrong"--don't be satisfied with a simply correct answer.

Do not give these questions to foster parents to do on their own. Often answers are complex, and the most learning will occur when all aspects are considered under the guidance of the instructor.

However, do feel free to reproduce the questions if that will help you-- one at a time or all together.

A. CHECK YOUR UNDERSTANDING

Below are descriptions of several areas of development. For each area, check the description which most closely relates to the social or emotional development of children ages 6 to 12 and appropriate adult responses. There may be more than one appropriate response, or you may have a better solution.

1. As the child enters school for the first time,
 - ☐ a. He is ready for new challenges and experiences.
 - ☐ b. He may come into contact with others with very different values.
 - ☐ c. The mother may seem to have a less important role.
 - ☐ d. He needs less adult support and supervision.
2. During the elementary school period the child is developing what Erikson calls the "Sense of Industry". This means that
 - ☐ a. The child wants to be involved in "real" tasks.
 - ☐ b. The child has an unrealistic concept of what he can do.
 - ☐ c. Schools and homes should provide opportunities for meaningful tasks.
 - ☐ d. There is a lot of sexual curiosity.
3. Developmental tasks
 - ☐ a. Result from maturation of the individual and the demands of the culture.
 - ☐ b. Are the same in all cultures and classes.
 - ☐ c. Are chores demanded by the child's parents.
 - ☐ d. Need to be accomplished at the proper time.
4. The child's self-concept
 - ☐ a. Is formed from the view other significant people have of him.
 - ☐ b. Is an evaluation measured objectively.
 - ☐ c. Is stable over time.
 - ☐ d. Is the same as the concept others have of him.
5. A child with a positive self-concept
 - ☐ a. Is more popular.
 - ☐ b. Has high anxiety.
 - ☐ c. Is more dependent on peer opinion.
 - ☐ d. Is more likely to be a high achiever in school.
6. In middle childhood the peer group provides the child an opportunity to
 - ☐ a. Play with members of both sexes.
 - ☐ b. Learn the rules of games.
 - ☐ c. Develop a more realistic self-concept.
 - ☐ d. Develop independence from the opinion of age-mates.
7. Learning appropriate social-sex roles
 - ☐ a. Begins before the child enters school.
 - ☐ b. Is biologically inevitable.
 - ☐ c. Is more clearly defined for boys.
 - ☐ d. Is fostered when the child can identify with an adult of the same sex.
8. Children's picture books and the readers commonly used in elementary school often show stereotyped sex roles.
 - ☐ a. This may lead to a lower level of aspiration for girls.
 - ☐ b. Women are shown in a variety of interesting occupations.
 - ☐ c. Boys are shown engaging in a variety of exciting activities.
 - ☐ d. Girls are pictured as more passive and dependent.

9. Improper sex-role development may be caused by
- ☐ a. A parent of the same sex who is strict and unloving.
 - ☐ b. A parent who has a strong dislike for members of the opposite sex, which is also the sex of the child.
 - ☐ c. Conforming to peer pressures.
 - ☐ d. The women's liberation movement.
10. Development of conscience in children is related to
- ☐ a. Learning to think of others.
 - ☐ b. A warm, loving relationship with a parent.
 - ☐ c. Inheritance of a knowledge of right and wrong.
 - ☐ d. The amount of punishment a child receives when he does wrong.
11. Children who are more independent
- ☐ a. Are those who have had to fend for themselves at an early age.
 - ☐ b. Have had their early dependency needs well met.
 - ☐ c. Have been scolded for being too dependent on an adult.
 - ☐ d. Are supported in attaining independence from adults by the peer group.
12. If a child shows emotional instability, it may be because
- ☐ a. He has observed an adult model who is also emotionally unstable.
 - ☐ b. He has experienced a great deal of frustration.
 - ☐ c. Adults have been inconsistent in their discipline.
 - ☐ d. He is in poor health.
13. Acceptable ways for children to deal with strong emotions are through
- ☐ a. Swearing.
 - ☐ b. Vigorous activity.
 - ☐ c. Being made to sit down and be quiet.
 - ☐ d. Creative activities.
14. In considering fears of the school-age child, it may be said that
- ☐ a. If adults around him are fearful, the child is usually more fearful.
 - ☐ b. All fears are unproductive.
 - ☐ c. The child usually is aware of what caused his fear.
 - ☐ d. Fears are related to actual experiences the child has had.
15. Acceptable ways of helping a child deal with fears are
- ☐ a. Telling him there is nothing to be afraid of.
 - ☐ b. Ignoring it.
 - ☐ c. Providing the company of a trusted adult while he faces his fear.
 - ☐ d. Giving him ways to be in control of the situation.
16. Worries and fears that seem to be prevalent in middle childhood include the following:
- ☐ a. Death of a parent or loved one.
 - ☐ b. School failure.
 - ☐ c. Fear of the dark.
 - ☐ d. Fear of animals.

17. Jealousy among children
☐ a. Can be avoided by careful handling by adults.
☐ b. Arises because a child fears a threat to his position in the group.
☐ c. May come out in hidden forms.
☐ d. Can be reduced by ignoring it or by shaming the child.
18. Serious social and emotional problems of the child
☐ a. Depend on the previous experiences of the child.
☐ b. May involve either violent, aggressive behavior or withdrawn, self-destructive acts.
☐ c. May require professional help.
☐ d. Are greater for the child who has had a good relationship with his parents.
19. Members of a foster family
☐ a. Should all be consulted before a child is accepted for care.
☐ b. Should keep the child from contact with his natural parents.
☐ c. May have to help the child learn new ways of doing things.
☐ d. May find the foster child testing and straining family relationships.
20. Children are chosen as friends by other children because
☐ a. They are insecure.
☐ b. They have similar interests and tastes.
☐ c. They get along better with adults.
☐ d. They are cheerful, considerate, and unselfish.
21. Guidance is
☐ a. The same as punishment.
☐ b. More likely to lead to self-discipline.
☐ c. Concerned with long-range goals.
☐ d. Based on mutual respect and affection.
22. Positive guidance means
☐ a. Giving approval and recognition for effort and achievement.
☐ b. Setting limits ahead of time.
☐ c. Expecting instant and unquestioning obedience.
☐ d. That children always will do what is right.
23. A child who is active, outgoing, and independent is likely to have parents who are:
☐ a. Authoritarian.
☐ b. Permissive.
☐ c. Hostile.
☐ d. Democratic.
24. In teaching children self-discipline, remember
☐ a. Children need limits.
☐ b. The adult model is important.
☐ c. Children learn best from natural consequences.
☐ d. Children need physical punishment.

B. INSTRUCTOR'S GUIDE FOR DISCUSSION QUESTIONS

27

1. Transition to school

- perhaps a. This depends on how successful he has been before this time.
- true b. Most schools serve children from a variety of backgrounds. Even families from similar socio-economic groups can have very different value systems.
- true c. If there is a father in the home, the child may identify more closely with home. Also, the opinion of the teacher and of other children becomes important.
- false d. He may spend less time at home, but he still needs adult support. He also still needs supervision, though he may want to roam farther from home in seeking children to play with.

2. "Sense of Industry"

- true a. School and home need to build on this need of the child and involve him in real chores and duties.
- false b. The child who is developing a sense of industry tries out many things and usually develops a realistic perception of what he can do.
- true c. The child is unhappy with tasks that he views as mere "busy work."
- false d. This may be a period of curiosity, but this is not implied by the label "Sense of Industry."

3. Developmental tasks

- true a. They result from the interaction of biological unfolding and the demands of the culture.
- false b. Different cultures and classes have differing expectations for their children. The French, for example, are more concerned about the child in the family than with his age-mates. Class differences in expectations may cause confusion for children in school or in a different home environment.
- false c. The "tasks" are general expectations held by a majority within the child's culture.
- true d. It is believed that if the task is not accomplished at the proper time, there will be partial or complete failure in future tasks.

4. The child's self-concept

- true a. The base of the self-concept is believed to be formed from the beliefs, attitudes, and feelings others have of him.
- false b. The self-concept is a subjective evaluation, and the child may even have a different concept of himself than others have of him.
- false c. The self-concept is subject to change as one is evaluated by others. The peer group or other significant adults may cause it to change.
- not necessarily d. The child's perception of how others view him may be different from the way they actually view him. Children may have an inflated or a low self-concept.

5. A child with a positive self-concept

- true a. Research supports this statement.
- false b. The child with a positive self-concept is less anxious and generally has a good adjustment.
- false c. The child with a positive self-concept is less dependent on the opinion of others.
- true d. Research shows a high correlation between positive self-concept and school achievement. In other words, the child who thinks he can, usually can.

6. Functions of the peer group in middle childhood

- false a. In middle childhood there is usually a sex-cleavage.
- true b. Peer group members pass down traditional games and rituals from one generation to the next.
- true c. This is one of the important functions of the peer groups. Adults may give the child an unrealistic self-concept, but with age-mates he is competing on an equal basis and is evaluated critically.
- false d. The child who has a good self-concept is less influenced by group opinion, but the group tends to promote and demand conformity to its own rules while helping its members establish independence from adults.

7. Learning appropriate social-sex roles

- true a. By three or four years of age, most children are aware of their roles as boys or girls.
false b. Most of the social-sex role behavior is culturally prescribed.
true c. Boys must not be "sissy" and play a feminine role, but it is all right for a girl to be a "tomboy."
true d. Children who do not have an admired model of their same sex to identify with may be hampered in learning what is expected in that role.

8. Sex stereotyping in children's books

- true a. Studies show that girls have as much intelligence as boys but less frequently aspire to positions of leadership.
false b. In most books (until women's action groups fostered consciousness raising) women were shown as mothers, teachers, nurses, and secretaries.
true c&d Evaluations of pictures in books indicated boys are shown as active, involved in doing things, while girls more often are pictured watching them.

9. Causes of improper sex-role development

- true a. A parent who is strict and cold will turn the child away from using him as a role model. If the other parent is more loving, the child may model after this parent, whether it is appropriate or not.
true b. Parents who dislike and criticize the opposite sex may keep the child from adopting a model, even if the child is a member of that sex.
false c. Peer pressures usually push for adoption of the role of their own sex and help identify characteristics necessary for that role.
false d. Although cultural prescriptions for the sex roles are changing, they generally are being accepted by the larger society.

10. Development of conscience in children

- false a. Although this is involved, it is not a major factor.
true b. A warm, loving relationship, being a good model, and explanations of cause-effect relationships help the child develop conscience.
false c. A conscience is learned, not inborn.
false d. Strict punishment may prevent a child from doing wrong when the authority is there but does not help develop inner control.

11. Children who are more independent

- false a. This is a false independence: it is not based on security.
true b. The child who knows he can depend on adults to meet his needs is more ready to move out on his own.
false c. The more a child is "pushed" toward independence before he is ready, the more he tends to "cling."
true d. One of the functions of the peer group is to help children break away from adult domination.

12. Children's emotional instability

- true a. Children follow what adults do more closely than what they say.
true b. The child who is blocked in many of his childish needs and desires becomes resentful and angry.
true c. When the child is allowed to express his feelings at one time but not at another, he becomes confused.
true d. Although emotional instability is related to feelings, the child's physical status always should be checked.

13. Acceptable ways for children to deal with strong emotions

- false a. This may be the model a child has observed. Instead, he should have a chance to talk about his strong feelings with an understanding adult.
true b. The body is set for activity under the stress of strong emotion. Running, throwing a ball--any vigorous activity helps drain off some of the body stress.
false c. Since the body is geared to activity, this is probably the least effective solution. In this case about the only solution open to the child is yelling or crying.
true d. Music, art, dancing, and such give the child a chance to be active and also to interpret his feelings in an acceptable way.

14. Fears of school-age children

- true a. Many fears are learned.
- false b. Children need to be "afraid" of cars, weapons, fire, and other potential dangers, even if they do not understand the reason.
- false c. Many times a fear is generalized to a situation or to the circumstances in which a fearful event occurred.
- false d. Children fear many objects or events they have never encountered but may have heard about--snakes, wild animals, ghosts.

15. Acceptable ways of helping a child deal with fears

- false a. The fear is very real for the child and needs to be dealt with rather than discounted.
- false b. Same as above
- true c. Having the adult present bolsters a child's courage.
- true d. For example, a flashlight to help the child who is afraid of the dark

16. Worries and fears that seem to be prevalent in middle childhood

- true a. This is a common worry at this age.
- true b. Even if a child seems to be doing well, he worries that he may fail.
- false c. Most children have outgrown this fear, though it still may be present in children who are insecure.
- true d. Again, this is more usual for the preschool child but still can be present in some children.

17. Jealousy among children

- false a. Some jealousy is almost inevitable. Children do not understand that love is not diminished when it is shared.
- true b. The insecure child is more likely to feel threatened.
- true c. Children may suck their thumbs, cry, or otherwise express their feeling of not being loved enough.
- false d. The child needs more, not less, attention. He should never be shamed or ignored, but assured that he, too, is loved.

18. Serious social and emotional problems of the child

- true a. A child who has been abused or neglected will have more serious problems
- true b. Depending on the child's personality, he may either lash out in anger or withdraw in fear of encountering more problems.
- true c. Some problems are too severe for even the concerned adult to handle.
- false d. Unless the separation from natural parents is abrupt and traumatic, the child who has a good relationship with them and who is prepared for a change has less difficulty.

19. Members of a foster family

- true a. Children who are old enough should be consulted and in agreement if a foster child is to enter the family.
- false b. Unless otherwise decided by professionals, the child should not be cut off from his natural family. Meanwhile, efforts should be made to rehabilitate the family
- true c. Life with his natural family may have been very different. The child has to learn a new set of "rules."
- true d. Since the child feels abandoned and rejected, he may be testing the "new" family in many ways.

20. Children chosen as friends by other children

- false a. Children who are insecure and unhappy are the least popular.
- true b. Children who have similar interests tend to seek each other.
- false c. Although an admired adult can help children accept another child, children who relate more to adults tend to have adult interests.
- true d. Studies indicate that these characteristics are important.

21. Guidance

- false a. Guidance is forward-looking, but punishment is "after the fact."
true b. In good guidance the child is given reasons for expected behavior or limits.
true c. The goal of good guidance is to help the child accept responsibility for his own acts.
true d. A child wants to please those he loves and respects. "The adult should also show respect for the child and his needs."

22. Positive guidance

- true a. It is important to notice and reinforce what the child does right, not what he does wrong.
true b. No one likes to have the rules of the game explained *after* a bad play is made.
false c. This is the climate of a dictatorship.
false d. Children are still children and often will "forget." Peer pressures also can cause children to go against adult wishes.

23. Parents of the active, outgoing, and independent child

- false a. Children of authoritarian parents are more likely to be either rebellious or conforming.
false b. Children of permissive parents are more likely to be polite and conforming and sometimes more dependent.
false c. Hostile parents usually rear hostile children.
true d. Democratic parents allow children room to develop in this manner.

24. Teaching children self-discipline

- true a. Children are more comfortable if they have some (reasonable) firm limits.
true b. An adult who is self-disciplined can help children learn this behavior more easily.
true c. This is nature's way and attaches cause to effect without tying the effect to the person who does the punishing.
perhaps d. This should be used sparingly or not at all, especially after the child can understand verbal explanations. The danger is that the child will fear the person who administers the punishment more than the event causing the need for punishment.



FILMS

(Films with K.D.H.E. can be borrowed free in Kansas from the Kansas State Department of Health and Environment.)

Bridging the Gap. 30 minutes. color. Cinematic Concepts Corp. 1972. (K.D.H.E.)

Parent Effectiveness Training explained.

The Child's Relationship with the Family. 45 minutes. color. Parent's Magazine Films, Inc.

Deals with the importance of the child's early relationship with family members in shaping the family's personality.

Fears of Children. 30 minutes. b/w. International Film Bureau. 1952. (K.D.H.E.)

Fears of a five-year-old boy

Frightened Child. 19 minutes. b/w. International Film Bureau. 1957. (K.D.H.E.)

Eleven-year-old girl is placed in foster home. She cares for no one and seems to have no interest in life. Care and concern of social worker and family are shown.

From Ten to Twelve. 27 minutes. b/w. McGraw-Hill. 1957. (K.D.H.E.)

Wide range of differences in personality, behaviors, and appearance of 10; 11; and 12-year-olds.

I Feel...Angry, I Feel...Loving, I Feel...Scared. (Set of 3 films). 11 minutes. color. Parents' Magazine Films, Inc. 1973.

Shows ways of coping with feelings, by primary age children.

If These Were Your Children. 49 minutes. b/w. Association Films. 1962.

Behavior of second grade children.

In Many Houses. (A series of 4 films "Feelings," "Troubles," "Sometimes," "Together"). 13 minutes each. Parents' Magazine Films, Inc.

Explores social relationships within the family.

Jamie: The Story of a Sibling. 28 minutes. b/w. National Film Board of Canada. 1964.

Shows problems of Jamie, a normal 10-year-old boy.

Meeting Emotional Needs in Childhood. 32 minutes. b/w. New York University. 1947. (K.D.H.E.)

Shows how family members reinforce each other.

The Neglected. 30 minutes. b/w. International Film Bureau. 1965. (K.D.H.E.)

Families of abused and neglected

Parents Can Help Personality Growth. 20 minutes. b/w. WHA-TV, University of Wisconsin, Milwaukee.

Shows how parents can help child develop self-esteem, security, and trust in others.

Problem Behavior of the Average Child. 45 minutes. color. Parents' Magazine Films, Inc.

Aggression, shyness, lying, stealing, and fear are problems faced by every child to a degree. Ways of dealing with problems are shown.

Sibling Relations and Personality. 22 minutes. b/w. McGraw-Hill Textfilms. 1956. (K.D.H.E.)

Case studies of relationships of a child with his brothers and sisters.

Sibling Rivalries and Parents. 11 minutes. b/w. McGraw-Hill. 1956. (K.D.H.E.)

Shows that some friction is normal and how to hold it to a minimum.

Shyness. 23 minutes. b/w. McGraw-Hill. 1953. (K.D.H.E.)

Studies three children to determine cause of shyness.

Six, Seven and Eight Year Olds--Society of Children. 27 minutes. b/w. 1957. (K.D.H.E.)

Helps adults understand this age group.

Sociable Six to Noisy Nine. 22 minutes. b/w. McGraw-Hill. 1954. (K.D.H.E.)

Shows typical behavior and appropriate adult guidance for children ages six to nine.

A Way Out. 22 minutes. color. Foster Parent Project, Child Welfare League of America, 67 Irving Place, New York, N.Y. 10003. 1970.

A teaching aid to assist discussion leaders on the effects of uprooting children.

Yellow Summer. 30 minutes. color. Iowa State University Media Center. 1970.

Film shows guidance and parent-child relations in the story of an 8-year-old boy who is constantly ignored or disapproved of by adults.